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CRISIS INTERVENTION AND CONFLICT MANAGEMENT TRAINING IN THE R.C.M.P.

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Preface

The research described in this report represents a major attempt to test the impact of certain facets of police training. In particular, the study has aimed at measuring the results of training in the area of domestic crisis intervention skills. This area of police functioning encompasses a number of activities which police perform in and around private residences, as opposed to more public places. Although criminal behavior is sometimes a feature of such domestic encounters, it is not always clear who the culprit may be and what evidence is available to pursue an arrest. The training for this activity has thus usually been oriented, not toward arrest and detention, but toward the problem-solving, mediation, and peace-keeping functions of the policeman.

For about 15 years this human relations component of police training has been receiving increased emphasis in North American police departments. Results of studies to test effectiveness have been mixed, perhaps due to variations in method, as well as differences in aims of such training.

The generalist model favoured by the R.C.M.P. training policy attempts to provide all recruits with some training in the general area of domestic crisis intervention. For this reason, the experiences incorporated in this training represent a number of different situations which collectively have been labelled as "domestics." There is no clear definition of "domestic" encounters. Attempted suicide, wife-beating, death notification, landlord-tenant disputes, child custody disagreements, neighbourhood noise complaints, are included in this category. Each is different in its particulars. However, each one of these situations calls upon a policeman's skill in the acute phase to discern the nature of the problem, assess the alternative courses of action and then to implement the appropriate skills to resolve the situation.

The study presented in this report is intended to elaborate on the effectiveness of police training, especially human relations aspects involving acute domestic crisis interventions. The skills taught in this phase of police training are not the "traditional" law enforcement skills. Intervention in domestic disputes often is seen as a peace-keeping role of police. However, policemen not only reinforce our notions of a "proper" society, but are themselves, individually, a reflection of the social values we hold. When traditional social values are subject to examination and change, so, too, would we expect attitudes and performance of police to reflect that.

One specific category of "domestics" involves spouse-beating. This problem has been a focus of recent concern by a number of groups in our society. Changes in police policy and training over the years do not seem to have diminished the problem. It should be a clear statement of principle that unprovoked assault of one person upon another is not acceptable in our society, under any circumstances. It follows that spouse-beating constitutes a criminal offence. Insofar as spouse-beating tends to show up (statistically) as a "domestic" conflict, policemen, when called upon, must make decisions as to the nature and extent of such potential criminal acts. When "spouse-beating" is buried in the noise of other domestic disputes there has been a general tendency to diminish its importance as a criminal act. Policemen tend, too, to reflect our general view of such a situation.

All of this discussion leads to a question concerning a major contemporary issue in this area. Police have been trained in the mediational role, even where criminal behavior (e.g., spouse-beating) seems to be evident. The question now becomes: "Should police, when faced with evidence of assault (e.g., spouse-beating) proceed to arrest the offending person?" "When is mediation inappropriate, and arrest the preferred alternative?"

Police always have the option of arresting and/or detaining anyone suspected of committing a criminal act (reasonable and probable grounds). The notion of police discretion, while not always explicitly acknowledged, implies that police can decide if and when to exercise these certain options under law. Thus policemen possess a number of skills: which of these skills they choose to exercise under specific circumstances is an open question.

The study presented in this report describes a major examination of training effectiveness in the area of "domestic disputes." It illuminates some of the processes whereby policemen can perform an intervention role more effectively. The focus was on training and performance in areas of policing which tend to highlight the peace-keeping function in relation to the enforcement function. The ramifications of different civil and/or criminal infractions which can occur in a domestic setting cannot all be examined in one study. The issues of policy and training in specific areas (e.g., spouse-beating) will require separate and more detailed, further examination.

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I. INTRODUCTION

It has been the experience of most North American police departments, within the past few decades, that the demands placed on police time and resources have expanded beyond the traditional law enforcement role. This increase has become noticeable, for example, in the domain of domestic crises and intra-family conflict (Bercal, 1970; Cummings, 1970, Gammon, 1978; Loving, 1980). Domestic disputes include such activities as wife-beating, landlord-tenant disputes, child custody arguments, etc. When the level of violence and/or disturbance becomes sufficiently great, the police are often called, either by one of the disputants, or perhaps a neighbour, to intervene and settle the dispute.

The increasing involvement of police agencies in domestic disputes has been thoroughly documented and will not be reviewed here (see, for example, Levens & Dutton, 1977; Leibman & Schwarz, 1972; Martin, 1976; Straus, 1977). In addition, police injuries and deaths have resulted during attempts to resolve domestic disputes. The skills and knowledge required to resolve these disputes successfully has therefore become of great importance in police training programmes.

The Royal Canadian Mounted Police conducts initial basic training at Depot Division in Regina, Saskatchewan. The training regime of the R.C.M.P. recruit encompasses 26 weeks. During that time the recruit studies subjects such as familiarity with the criminal code, small-arms training, physical education, driver education, and human relations. The human relations portion of this training contains a segment on methods whereby a policeman learns how to respond to, to manage, and to understand the domestic crisis situation. This part of training is called crisis intervention and conflict management skills (C.I.C.M.). This aspect

of police performance is both frequent and problematic. The training model, adopted by the R.C.M.P. requires a graduating recruit to operate within many jurisdictions in Canada, and often with minimal related support systems. Thus the capacity of graduates to operate when called upon in the domestic conflict situation is an extremely important consideration. Appendix A shows the lecture, or didactic portions of training. Appendix B outlines the practice scenarios involved in simulation training.

A. Police Training in Domestic Interventions

The study to be described in this report involves a field experiment with R.C.M.P. personnel at Depot Division. It was designed to examine the effectiveness of various facets of police training procedures in the management of domestic conflict situations. The results provide a thorough and comprehensive experimental evaluation of performance skills in this area. It also provides a basis for assessing cost effectiveness in this aspect of recruit training.

Earlier research in crisis intervention training, in various jurisdictions has yielded variable results. The work of Bard and Berkowitz (1967), McNamara (1967), Levens (1978) and Schwalb (1976) are examples of studies which have addressed this issue of domestic intervention training. As a result of differences in goals, and differences in methods, the results achieved have been variable.

The specific aims of this study, as developed in negotiations with the Solicitor-General, can be summarized as follows:

1. the development of a Domestic Intervention Performance Scale (D.I.P. Scale) to measure crisis intervention skills of R.C.M.P. personnel.

2. testing the effectiveness of R.C.M.P. basic training in crisis intervention.

3. performing specific comparisons of naive recruits vs. recruits trained in all but crisis intervention.

4. testing the efficacy of theoretical vs. performance methods of crisis intervention training.

5. testing the long-term impact of crisis intervention training and/or police experience on crisis interventions skills of serving policemen.

B. Hypotheses

The present research has been designed to test the following hypotheses:

1. Fully trained recruits whose training includes a crisis intervention and conflict management (C.I.C.M.) package will display greater skill than fully trained recruits whose training excludes crisis intervention and conflict management.

2. Naive recruits with no training except crisis intervention and conflict management will exhibit greater intervention skill than naive recruits with no training whatsoever.

3. All groups will exhibit increased levels of skill over practice trials.

4. Fully trained recruits with crisis intervention and conflict management training will exhibit greater gains over practice trials than other groups.

No hypotheses were formulated concerning performance of experienced policemen. The most senior members (up to 25 years of experience) had little, if any, C.I.C.M. training. The more junior members had C.I.C.M. training, but only 3 or 4 years' experience.

II. METHOD

The conduct of this study can be described in four segments:

A. The Domestic Intervention Performance Scale,

B. Groups in the Study,

C. Data Gathering Procedures, and

D. Data Analysis.

A. The Domestic Intervention Performance Scale.

In order to assess the impact of various training and experience conditions, it was necessary to develop a sensitive measure of performance skills pertaining to all aspects of domestic conflict management. A clear definition of the set of optimum skills regarding how policemen ought to handle "domestics" was needed. The intention was to develop a sensitive measure of performance in this area, which would be adequate to the task of measuring differences between training, experience, and practise. The resulting measure was intended to represent the most effective set of strategies to assess police performance in domestic crisis intervention which could be devised. It was essential as well, that the resulting measure be perceived not only as an effective test of performance, but that it reflected a knowledgeable opinion which could be accepted by the Canadian police community.

Steps in the DIP Scale Development

1. A literature search and personal inquiry of other police training groups in the country was begun for related information in the field of the measurement of police performance in crisis intervention. The measure of performance to be developed was expected to represent common police practice, and reflected a large agreement by practitioners in the field.

2. The development of a set of behavioral skills using a combination of Flanagan's (1954) critical incident technique and Smith and Kendall's (1963) retranslation technique was undertaken. The measurement of police performance in this domain required a reliable and valid set of behavioral performance scales. The Smith and Kendall technique had previously been used to develop scales for police constable performance appraisal in other settings. (For example, Boyd, 1975; Boyd & Riddell, 1973; Landy, Farr, Saal, & Freytag, 1976).

3. A review committee of instructors from all sections of Depot Division was established to examine a preliminary version of the scale. By having instructors from all sections make recommendations about the scale, it was felt that the scale would thus have utility for policemen generally, relevance to the broad domain of police practice, and acceptance by current teachers and practitioners in the field.

The final version of the DIP scale is comprised of nine sub-scales with 57 item ratings overall (the scale itself is printed on two optical scanning sheets and can be computer scored). Scales are sequentially ordered. Each sub-scale is scored at the conclusion of each phase (whether one is rating a live or a videotaped performance). This procedure minimizes potential halo effect. Positive points are assigned for correct procedures and negative points are subtracted for incorrect procedures. A maximum overall score of 137 points is possible. A training manual was developed for use with scoring performance in domestic interventions. This manual is a separate accompaniment of this report, and is essential in using the DIP scale.

Reliability Estimates

The performance of police intervenors can usually be recorded by

videotape procedures. The resulting videotapes can be assessed by trained judges in order to arrive at each intervenor's score. To assess reliability of this scoring procedure, ten members of the staff of the Mobile Family Service Society in Regina (professional crisis intervenors who work with the city of Regina) acted as judges. A two-day study session was held in order to familiarize judges with the use of the practical training setup, and the scoring method. A series of training tapes were used to give raters practice in scoring performance. Where ambiguity of scoring procedures arose, judges discussed amongst themselves the section of the DIP scale training manual and methods of rating. In this fashion ambiguities which tended to prove to be a source of unreliability were clarified.

When training was complete, the inter-rater reliability estimates, generated using Winer's (1962) variance estimation procedures generated coefficients ranging between +.84 to +.93. The median reliability across all nine sub-scales was +.89.

With inter-rater reliability being adequately established, the trained judges were then asked to view and assess each of the tapes resulting from the experimental trials (to be described below). These judges, while knowledgeable in using the DIP scale, were naive with respect to the aim of the overall study, and with respect to the treatment of subject groups up to that point.

B. Groups in the Study.

Two classes of subjects took part in this investigation. The subjects designated as the "experimental groups" were defined by their previous training histories. The "comparison groups" subjects, on the other hand, were chosen from experienced policemen having different histories of experience. In total, 256 subjects participated.

The method used in this study therefore resulted in two related sets of comparisons:

1. The experimental recruit groups who had different training histories were compared to one another to test hypotheses about training, theory, and combinations thereof.

2. The comparison groups of police representing various levels of experience were used to test hypotheses about experience levels in relation to different levels of formal training.

B1. Experimental Treatment Groups.

Experimental groups were randomly selected from the continuous stream of new troops entering training at Depot Division in Regina. Upon induction, trainees were randomly assigned to troops after they had met the selection criteria of the R.C.M.P. Each of these troops was subsequently assigned randomly to a treatment condition so that each had different training experience at the time of the experiment according to specified requirements.

The four experimental groups in the main experiment can be described as follows:

Group 1 - Theory/Training Group

This group with 32 recruits had completed 23 weeks of R.C.M.P. training. They had completed all phases of training, including C.I.C.M. Theory (lecture presentation). The first experimental test involved 16 pairs of recruits who were presented with one of the three crisis scenarios (See Appendix D).

Group 2 - Theory/No-Training

This group of 32 recruits arrived at Depot three days prior to induction. They had no R.C.M.P. training, but two days of theory (didactic lectures) were provided to this group. Their first intervention followed this theory session.

Group 3 - No-Theory/Training

This group of 32 recruits had completed 20 weeks of R.C.M.P. training. They did not undertake the theory part of C.I.C.M. training, nor did they attempt any practice intervention. Their first intervention followed the completion of the other aspects of R.C.M.P. training.

Group 4 - No-Theory/No-Training

Thirty-two recruits arrived at Depot having no experience in C.I.C.M. nor any R.C.M.P. training.

B2. Comparison Groups

In addition to the four experimental groups outlined, four other comparison groups of participants were tested in this study. They represented various levels of R.C.M.P. experience. As in the experimental groups, all comparison groups had 32 members.

1. Observation Only

This group were untrained recruits. They had zero experience, since they had not yet started training. They had the opportunity to observe another troop undergoing one day of regular simulation training. They were tested the following day.

2. Junior (3 - 5 years of service)

A group of 32 serving constables having between 3 and 5 years of post-training experience formed this group. They were drawn from F Division and Regina Sub-division.

3. Intermediate (7 - 12 years of service)

This group were serving members, also from F Division and Regina Sub-division.

4. Senior (18 - 25 years of service)

This group consisted mostly of Sergeants and Staff-Sergeants; many of whom were detachment commanders.

C. Data Gathering Procedures

C1. Experimental Treatment Groups

Recruits in all groups were furnished with a standard uniform and equipment (Sam Browne handcuffs, plugged revolvers, notebooks) so that there were no differences in appearance amongst recruits which might signal a recruit's group membership.

Setting

The location of the experiment was the Practical Training Complex at Depot Division, Regina. A set was constructed inside this building to simulate a two-room (living-room and kitchen) house or apartment. The set was designed so that all events inside either room and around the outside of the house could be recorded on video-tape. A two-channel split-screen method of taping was used so that activities in each room could be taped simultaneously if necessary. Appendix D shows the layout of the simulated set. Other rooms within the complex were used as dressing rooms, de-briefing rooms, simulated detachment office, etc.

Procedure

Pairs of recruits arrived at the Practical Training Complex for briefing according to a pre-arranged schedule. Each recruit, in turn, was placed in the simulated detachment office where he received a phone call from a complainant. (Standard of one minute.) The pair of potential intervenors were given five minutes' discussion time, to formulate any tentative plan. They were then instructed to proceed to a "house" at "69 Depot Street" to handle whatever situation they might encounter in a manner they felt would be appropriate in the field.

Each recruit in the experimental groups participated in this test simulation on three occasions, every other day (e.g., Monday, Wednesday,

and Friday). These occasions are referred to as Trial 1, Trial 2, and Trial 3, respectively. The content of each trial is shown in Appendix E. The pairing of recruits was different on each occasion, and the test scenario was different each time as well. This balanced assignment procedure equated the experimental groups to control for any potential differences in difficulty between scenarios. Repeated testing provides the opportunity to assess the effects of practice on C.I.C.M. performance.

C2. Comparison Groups

Each of the comparison groups was treated in the same way as the experimental groups with the following exceptions:

1. Each member of a comparison group performed only one intervention (with a partner of the same experience level). There were no repeated measures.

2. The scenarios (i.e., the crisis situations at 69 Depot Street) for each pair differed so that the three scenarios were presented equally often over the one-day test session.

This procedure equated the comparison groups within each session, to control for any potential differences in difficulty level, between scenarios.

D. Data Analysis

The major statistical analysis on the recruits' experimental data was an analysis of variance. More specifically, the following comparisons were performed in relation to the hypotheses stated earlier:

1. To test effectiveness of training, performance scores for experimental groups 1 and 3 were compared to experimental groups 2 and 4 for all three trials (Hypothesis #1).

2. To test effectiveness of C.I.C.M. theory, performance scores for experimental groups 1 and 2 were compared to experimental groups 3 and 4, for all three trials (Hypothesis #2).

3. To test effects of practice in C.I.C.M. skills, Trial 1, Trial 2, and Trial 3 scores were compared for all experimental groups (Hypothesis #3).

4. Tests for combinations of certain conditions which might produce effects were conducted. For example, if trained policemen learned C.I.C.M. skills faster than untrained policemen, the combination of training and practice (interaction) would show this (Hypothesis #4).

5. To test the effects of mere observation, and no other exposure, the performance of the "Observation Only" (zero experience) group was compared to Trial #1 of the completely naive recruit troop (experimental Group #4).

6. To test the effects of experience in relation to formal training, performance of the fully trained recruits (Group #1) was compared to that of the Junior, Intermediate, and Senior comparison groups.

Since different parts of the D.I.P. Scale might be influenced differently by the training, theory, practice or experience levels, the analyses listed above were performed on the total score, and on each sub-scale of the D.I.P. Scale separately. The actual behaviors associated with each sub-scale are shown on the score sheet (Appendix C) and elaborated in the Scoring Manual for the D.I.P. Scale.

III. RESULTS & DISCUSSION

Since many comparisons were made in this experiment, the results to be discussed here pertain only to those differences which are of major importance (i.e., statistically significant). Complete tables and figures appear as Appendix F of this report.

A. Total Scores

Table 1 and Figure 1 show the results of the first analysis. Each of the main effects of training, theory and trials is significant. Thus R.C.M.P. training, C.I.C.M. theory and practice in intervention all have an effect on D.I.P. Scale performance. However, an examination of the interaction of training with practice, as shown in Figure 1, reveals that within different treatment groups, the influence of each variable interacts with others. The rate of increase with practice for those with training is not as great as those without training. Further, those with training, but without theory start slightly higher than those without training but no theory. Clearly the No-Theory/No-Training group performed poorest over all, although final performance (on Trial 3) was nearly the over-all average.

The nine sub-scales of the D.I.P. Scale are labelled as follows, and are discussed separately.

I. Audiotape (Phone Information)

II. Approach and Entry

III. Gaining Physical Control

IV. Understanding the Problem

V. Seeking Agreement Between Disputants

VI. Stucture of Intervention

VI. Concluding the Intervention

VII. Police Techniques

IX. Attitudes

B. Sub-Scale I: Phone Information

Table 2 and Figure 2 show the results of the analysis of Phone Information performance. The training dimension had an impact as did practice. Theory was not significant nor was any interaction. Untrained recruits simply did not seem to know how to get information on the phone. Since the theory condition did not include information gathering by phone, no result would be expected.

C. Sub-Scale II: Approach and Entry

This scale relates to caution and safety considerations when approaching an unknown or ambiguous situation. Table 3 and Figure 3 show the results for Approach and Entry. There is no influence of practice on performance here, but there is an influenece for theory. The interaction of theory and practice help to explain why the practi e effect did not emerge. In the Training/No-Theory group, performance dropped over trials which suggests that, in the absence of C.I.C.M. theory, trained police recruits become careless. However, in the Training/Theory group performance increased slightly, as it did in the No-Training/Theory group. Hence it would seem that training alone does not ensure optimum performance even with practice, but C.I.C.M. theory contributes an important influence.

D. Sub-Scale III: Gaining Physical Control

Table 4 and Figure 4 show the results for Gaining Physical Control. A

very strong practice effect is evident as is a theory effect. There is no training effect or interaction. It would seem that recruits can learn this skill partly by didactic lectures, but practice is most important.

E. Sub-Scale IV: Understanding the Problem

Table 5 and Figure 5 show the results of the analysis of sub-scale IV. There is a significant practice effect and theory effect. There is no training effect or interaction.

This is an important and subtle sub-scale. The lack of a training by theory interaction suggests that theory is a major determinant of this skill, with or without the rest of the training. As with some other sub-scales (e.g., Attitude) the group scoring highest were those without the remaining training.

F. Sub-Scale V: Seeking Agreement

Table 6 and Figure 6 depict results for sub-scale V. The practice effect is evident here as is the effect for theory. There is no training effect or interaction.

This too, is an important and subtle scale. An examination of the plot in Figure 6 suggests that training places a limiting effect on performance on this scale. Although the Training/Theory group start high they maintain about the same level over trials. The trained group without theory never does quite achieve the highest score. Conversely, the No-Training conditions increased over trials with or without theory.

G. Sub-Scale VI: Structure of Intervention

This sub-scale was intended to evaluate the over-all gathering and

handling of information in a structured way to bring about resolution. Table 7 and Figure 7 show that there are main effects for training (trained groups were lower), theory (theory groups were higher), and practice with no significant interaction. The differences, while statistically significant, are not large in an absolute sense.

H. Sub-Scale VII: Concluding the Intervention

Table 8 and Figure 8 show the results for this sub-scale. There is a main effect for practice and theory but not training. There is no interaction.

I. Sub-Scale VIII: Police Techniques

This scale refers to actions like use of notebooks, phone information where necessary and accurate portrayal of legal implications. Table 9 and Figure 9 show this analysis. There was little variability in this scale, hence there was only a theory effect. While this is not a central sub-scale, it is interesting to note that police training had no influence on the use of police techniques. But training did interact with theory and practice.

J. Sub-Scale IX: Attitudes

This is perhaps the most important sub-scale of the D.I.P. scale. The over-all attitude of a policeman on dimensions such as objectivity and emotional self-control play a large part in the successful resolution of an emotional conflict situation. Table 10 and Figure 10 show the analysis of the attitude sub-scale scores. There was a main effect for theory and for practice but not for training. There was, however, a training by practice interaction. Figure 10 shows that for groups who have had R.C.M.P. training,

attitudes remain relatively constant or drop slightly over trials. Those groups without training showed a consistent change in attitudes over trials. In fact, scores for Trial 3 were higher for the No-Training groups than for the Training groups.

K. Naive Performance vs. Observation

Another hypothesis of this study dealt with the extent to which observing C.I.C.M. training and performance would impart any knowledge beyond that which might represent "common knowledge" on the part of naive interveners. To test this hypothesis a comparison was carried out between a group of untrained recruits who observed a troop on one regular training day (observation only) and an untrained group who simply were briefed and asked to intervene, that is the No-Training/No-Theory group on Trial 1.

Table 11 shows the results of this comparison by sub-scale. The differences for "Approach and Entry", "Gaining Physical Control", and "Police Techniques" are all significant beyond the .01 level, in favour of the Observational Only group. A number of other variables also show some differences, although, as with all multiple comparisons, the possibility of chance errors must be considered. Nevertheless, the types of skills required in C.I.C.M. performance are not of the "common sense" variety, although mere observation can impart some of the required performance standards, especially in the areas of safety and physical control.

L. Training vs. Experience

Table 12 shows the comparison of performance scores on the D.I.P. Scale for three experienced police groups vis-à-vis the recruits at the end of

training. The scores for the three trials of the recruit groups are presented. The significance levels cited in the table refer to Trial 3 means, but the Trial 1 and 2 means are shown for comparison.

Three sub-scales, "Approach and Entry", "Understanding the Problem" and "Seeking Agreement" are significantly different across the four groups ($p < .01$). The performance of experienced policemen, from 3 years on is noticeably lower than the performance of the maximally trained recruit as represented in the experiment. Between Trial 1 and Trial 3, the recruits moved from a performance level comparable to experienced policemen, to one significantly greater. The scales for which the greatest differences are evident are those most significantly affected by C.I.C.M. theory, as indicated by the experimental results.

IV. INTERPRETATION OF RESULTS

The most powerful finding of this study is that each of C.I.C.M. theory and experiential practice contribute a specific set of skills and knowledge which basic training as constituted at Depot Division R.C.M.P. does not otherwise provide. The intervention skills required for successful handling of such disputes are readily amenable to change and show significant improvement with training.

A. Influence of Basic Training

Basic training (excluding C.I.C.M. theory and practice) made significant contributions on two of the D.I.P. subscales. "Telephone Information" and "Structure of the Intervention" were shown to be significantly influenced by the training factors. The "Telephone Information" variable was influenced most by the practice factor and not at all by theory since this skill was not taught in the C.I.C.M. theory package.

Training does influence performance even in the absence of both C.I.C.M. theory and practice. A total mean score for performance on Trial 1 of the Training group is higher than for the completely naive group. However, this cannot be considered encouraging in the light of gains made in the Theory and Practice conditions.

The training factor produced two unanticipated interaction effects. The presence of training served to inhibit the use of police techniques when coupled with C.I.C.M. theory. Perhaps of even greater importance is the inhibiting effect of training on the attitude sub-scale.

The interpretation of this outcome poses an interesting dilemma. The attitudes of trained recruits are more appropriate at Trial 1 than are those of the non-trained recruits. However, over trials the non-trained

improve whereas the trained seem to have reached a ceiling or plateau. Thus although training has an effect on attitudes, it is a mixed effect, in that there seems to be less likelihood of change over time. The continued increase of the No-Training groups establishes that such change is possible. The Training/Theory group, while significantly better than the Training/No Theory group, exhibits the same lack of change across trials. It is as if training operates to limit the amount of change in attitudes over time.

A question raised by this result, but not answered by the data, concerns the influence of a primacy effect of training. C.I.C.M. training and theory occur near the end of a recruit's training program. The attitudes developed early in the program during the recruit training appear to exhibit a certain level beyond which C.I.C.M. theory and training have little effect. Whether the final level of attitude scores would be different if the entire human relations portion of training were received first, is a hypothesis open to testing. The test would require a major re-sequencing of training and would not easily be accomplished. However in the light of the outcome of this part of the study, a discussion of such implications seems warranted.

B. Influence of C.I.C.M. Theory

The results of this study stand in contrast to the conclusion reached by Schwalb (1976). She states:

> "The high consensus amongst training regarding type of training needed is supported by the current study . Training need not involve didactic lectures, reading assignments, nor written homework, if the goal of training is objective behaviors change. The necessary skills are

learned in only one way, through active practice."

(p. 96)

It appears that Schwalb has been seduced by the popular trend in this literature to downplay didactic learning in favour of experiential training (Bard & Zacker, 1973; McNamara, 1967).

The data of this study support the C.I.C.M. theory package employed at Depot as representing an extremely important factor in shaping performance in domestic interventions. Theory was the factor which accounted for the greatest impact on seven of nine D.I.P. sub-scales. It contributed significantly on an eighth sub-scale. The only sub-scale which it did not contribute to was telephone information which was not taught in the theory package.

The confirmation of C.I.C.M. theory as an important teaching method is welcome, given the advantages of lower cost, reduced time and effort which Coleman (1977) earlier attributed to the information assimilation mode of learning. It appears that the concern regarding the transfer of information from the assimilation to the experiential mode is not entirely warranted.

On the other hand, despite the potency of this theory, the evidence suggests that it should not be used as the sole method of instruction. Certain of the required skills are either not taught, or fail to transfer into active performance. While didactic training appears the most effective method of beginning this task, it did not alone produce maximum attainment of the desired training objectives. Speculation arises as to the effects of increasing or decreasing the hours of didactic training. Since most of the available information, which was considered relevant for this purpose, has already been incorporated into the C.I.C.M. package the most pragmatic concern here

would be to test the impact of a reduction in theory hours. It might be possible to obtain significant effects, even with less theory than is now offered. Since our design does not speak to this question it remains for future investigation.

C. Influence of the Practice Factor

Experiential learning, in the form of simulated domestic crises intervened in by the trainee, has established itself in this study as an important training method with or without the benefit of C.I.C.M. theory. Seven of nine sub-scales showed the influence of the practice factor. These data are persuasive enough to support the expansion of this practice phase of training and to consider the application of the experiential training mode to achieve training objectives in related areas. For example an examination of change scores from Trial 2 to Trial 3 demonstrates that the pay-off in terms of enhanced performance for the average recruit would be greater for a second experiential training day than is achieved under the first day of such training. The cost efficiency of such a change has been empirically demonstrated.

An examination of Figure 1 reveals no indication that the benefits from simulation training have reached a plateau. This raises the question of how much additional experiential learning could be employed before the learning curve would peak and the cost-benefit factor could be regarded as a deterrent to further training.

D. Influence of Observation on Performance

Many of the skills assessed by the D.I.P. Scale are too complex to be

grasped and successfully employed on the strength of only a few hours of observation. However, those skills which did show significant improvement (Approach and Entry, Gaining Physical Control, and Police Techniques) contain a great many of the officer safety variables which are incorporated throughout the scale. This suggests that safety techniques are quickly acquired. Corroborating evidence for this statement is revealed in Table 3 and Figure 3 respectively. No practice effects are operative for the Approach and Entry sub-scale. Theory groups who have been told about the techniques employed them effectively even on Trial 1. Both the No-Theory groups deteriorated over trials. It should be noted that the deterioration in the No-Theory groups from Trial 1 to Trial 3 in Figure 3 can in part be attributed to interviewers endangering their own personal safety, as the female disputant in this scenario was armed with a knife. No such deterioration was observed in the Theory groups. It is important also to notice that mean scores for the experienced officers on the "Approach and Entry" sub-scale were significantly poorer than the No-Theory groups.

These data suggest that safety techniques are easily learned either through lecture or observation. Whether they are used or not would appear to be more an attitudinal or awareness issue. The average recruit on graduation will have a sound grasp of safety and survival principles but these principles will gradually slip from awareness if they are not practiced or reinforced in the field. The reality of the police safety issue is that many unsafe and inappropriate techniques occur but are met with negative consequences only intermittently. Simple reminders via force policy, in-service discussion or by periodically showing video training packages on officer survival would likely do much to enhance field performance in this area.

E. Implications for In-Service Education Regarding Domestic Interventions

It is gratifying on the one hand to realize that the recruit graduating from Depot today is more competent in this area than most of his seniors in the field. Relatively minor changes in recruit training will enhance this competence further. On the other hand the issue of safety for field personnel which was addressed in the preceding section requires immediate attention. It must not be construed however that safety is the only competency which should be upgraded. The comparisons of Table 12 speak for themselves and need not be reiterated here. The data provided by this research have served well in bringing this issue to light. The benefits of unstructured experience in enhancing domestic intervention skills were previously questioned (Schwalb, 1976). This study confirms the finding that years of police service per se, do little to enhance domestic intervention skills.

It should be kept in mind that the majority of serving officers participating in this study have a predominantly rural as opposed to urban service background. It might be hypothesized that while safety was seriously disregarded in this sample, a group who have policed predominantly metropolitan areas would display a very different pattern of results. To test this hypothesis, several samples of urban based policemen should be assessed using the D.I.P. Scale and simulated interventions to determine whether divergent in-service training needs would emerge. The type and amount of in-service training required in this area should be empirically examined. It may be that relatively brief training will significantly improve the performance of experienced policemen.

F. Field Training and Supervision

Given the findings of this study, it would enhance the efficiency of field performance, and the relevancy of the training function, if mechanisms for continuous or periodic assessment of the actual skills and performance factors employed in the field were developed. Better understanding of the impact of "current practice" on the recruits' performance as influenced by such variables as the field trainer, detachment (or department) size, etc., are a logical next step in ensuring safer, more effective police action. The test of training effectiveness lies first, in knowing that the necessary skills have been learned and second, in measuring whether they are put into practice.

The plausibility of expanding the experiential learning mode is further reinforced by the fact that our post-test data support previous findings (e.g., Doornink, 1975; Schwalb, 1976; Schrieber, 1977) that this training is highly motivating and positively received.

G. Influence of Training on Recruit Confidence

Post-test results also show that with increasing practice recruits perceive an increase in their own expected ability to manage conflict. They also perceive a reduction in the degree of difficulty in the scenario itself. These self-report data support an earlier finding by Bard and Zacker (1973) that experiential learning promotes a sense of confidence and competence which generalizes to other police duties.

The significance of the training factor in the present study reveals that certain of the skills assessed in the domestic conflict domain have transfered from general police training. As stated earlier however, the overall impact of general police training on domestic conflict management

ability is limited. Ironically the significance of the "practice" factor appears as a main effect within each sub-scale. Very few of the sub-scale interactions reach significance. However, the cumulative effect of these training by practice interactions reveals a significant effect overall. This cumulative interaction effect revealed in Table 1 and Figure 1 argues the potency of the "integrative" potential of experiental training even in the absence of C.I.C.M. theory. It seems reasonable to speculate that the reason many previous attempts to demonstrate the effectiveness of experiential learning have failed is due in part to the nature of the outcome criteria employed. When a performance measure which accommodates the "integrative" requirement of learning is employed (such as the D.I.P. scale) the result is highly significant.

This view is in contrast to Schwalb's (1976) conclusion that there were no practice effects of training. Content measures typically fail to tap this active domain and must increasingly be viewed as inadequate indicators of future performance. The question of whether our performance scores from training will be predictive of future field performance is now open to scrutiny in a manner which was previously not possible.

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APPENDIX A

CRISIS INTERVENTION - CONFLICT MANAGEMENT TRAINING

Theory Condition

For the purposes of this research C.I.C.M. theory was comprised of twenty lecture periods each being fifty minutes in duration. This represents the amount of lecture time devoted to this area under the current training curriculum.

The content of this didactic training by hour is broken down as follows:

1 Period - Introduction and overview of Domestic Violence

3 Periods - Dynamics of Conflict and Crisis
- an examination of the psychological sociological and physiological factors associated with crisis and conflict.
- an examination of personality growth, self-image and coping strategies in the content of one's environment.
- examination of family structure values, patriarchal and ethnic value positions in relation to conflict and violence.
- an examination of stress and its influence on performance including the notions of controllability and learned helplessness as determinants of crises.

3 Periods - Police Position In Conflict
- an examination of proven methods of intervening and diffusing conflict of crisis situations.
  - Pre-intervention planning
  - safety factors internal and external
  - control techniques high vs. low risk strategies
  - defusing tactics
  - non-verbal behaviours
  etc.

3 Periods Interviewing and Problem Solving

- Focusses on the skills and abilities necessary to control, defuse and resolve highly charged emotional situations in face to face contact with the public.

  - Projected Attitudes and Qualities
  - Directive vs. Non-Directive Interviews
  - Controlling the Content of an Interview
  - Interviewing Skills and Techniques
  - Identifying the Problem
  - Seeking agreement or taking action
  - Resolutions, legal and social

2 Periods - Juvenile Offenders

- Covers the range of circumstances in which Juveniles come into conflict or contact with the police. Examination of background factors and possible courses of action for resolution.

4 Periods - Focusses on several specific types of domestic involvement including the dynamics underlying the problem as well as special responsibilities which fall to the policeman in handling such cases.

- Attempts Suicide
- Hostage Incidents
- Child Abuse or Potential abuse
- Rape Victim
- Notification of Next of Kin

1 Period - Mental Illness - management of
1 Period - Alcoholism - management and understanding

2 Periods - Legal Aspects of Family Violence

- Special attention is given to civil law consideration
- Rights and obligations under common law
- Rights of entry to a dwelling place
- Property rights

- Focusses on the skills and abilities necessary to control, defuse and resolve highly charged emotional situations in face to face contact with the public.

  - Projected Attitudes and Qualities
  - Directive vs. Non-Directive Interviews
  - Controlling the Content of an Interview
  - Interviewing Skills and Techniques
  - Identifying the Problem
  - Seeking agreement or taking action
  - Resolutions, legal and social

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2 Periods - Legal Aspects of Family Violence

- Special attention is given to civil law consideration
- Rights and obligations under common law
- Rights of entry to a dwelling place
- Property rights

police because she believes he is going to try it again. When the police arrive he suggests that everything is all right now while his wife continues to pressure that he seek help.

6. Child Custody

A woman has called the police claiming that her child has been kidnapped. On arrival the police discover that the child is in the possession of the natural father who is requesting that mother move back into the house and keep the family together. She had apparently left with the child two-weeks prior and he found the child in a day care and brought her home. They are legally married and she is threatening to smash furniture if he won't reveal where the child is being kept.

7. Attempted Rape - Weapon Involved

A younger brother has attempted an indecent assault on his sister-in-law earlier in the day. When she informs her husband he threatens to shoot his brother and begins drinking. She fears that he is going to shoot the brother and calls the police to prevent this. The husband is carrying a weapon concealed on his person when the police arrive.

DAY 2 -- Scenario Number

1. A physical confrontation is taking place in which a wife is throwing objects at her husband whom she believes has been with another woman. She is threatening to leave if it is true and he is denying the accusation.

2. Rape Victim

A woman has been indecently assaulted at knife point in her backyard while parking the car. She is in shock and her husband, who has called the police, is not the least understanding of her feelings and wants police action to apprehend the assailant.

3. Potential Child Abuse

A circumstance has arisen where police have assisted a young child and his grandmother to hospital. Both the grandmother and the physician have raised the suspicion that the injuries may not be accidental. The police are making the first contact with the parents to inform them that the child is in the hospital and to begin the invetigation.

4. Hostage - Custody/Suicide

In this instance a young father who is mentally ill believes his wife has been turned against him by the devil. He has their infant daughter in the bedroom and is refusing to let the mother near the child. When the police arrive he positions himself at the door of the bedroom and thretens to kill himself with the knife he is holding if they don't leave him alone to protect his daughter.

5. Teenage Son

A fourteen year old boy from mothers first marriage has phoned the police claiming that his step father kicked and punched him and that when his mother tried to stop him he started fighting with her. When the police arrive mother and husband are arguing heatedly.

6. Incest Investigation

The mother of a fifteen year girl as discovered a note which her daughter has left for her father. The not implicates father in a sexual relationship with the girl. While the police are interviewing mother, the father enters. He denies everything and claims that the daughter is trying to get even with him for grounding her the previous week-end.

7. Death Notification

Police have attended a vehicle accident in which a six year old has been killed by a young driver. They are required to inform the parents of the accident.

APPENDIX C.

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DOMESTIC INTERVENTION PERFORMANCE SCALE

RATING FORM A

(15 MAY 1981)

34. ↓

marital status....
children.....
years of service..
training in weeks.
ethnic background.
mother tongue.....
education.....
work experience...

ID NUMBER

MISC. ID INFORMATION

SEX

AGE

PAGE

	1	2	3-1	-2	-3	-5+4
AUDIOTAPE						
a. name of complainant.....						
b. address of complainant.....						
c. address of disputant.....						
d. names of disputants.....						
e. other residents.....						
f. others currently present in house.						
g. relationship of disputants.....						
h. previous occurrences.....						
i. weapons involved or owned.....						
j. cause of disturbance.....						
k. alcohol involved.....						
l. drugs involved.....						
I. APPROACH AND ENTRY	1	2	3-1	-2	-3	-5+4
a. communication with partner.....						
b. window check.....						
c. position at door.....						
d. knocking on door.....						
e. pre-entrance check.....						
f. entry to dwelling.....						
II. GAINING PHYSICAL CONTROL						
a. announcing presence.....						
b. internal scan.....						
c. approaching disputants.....						
d. separation of disputants.....						
e. body position (before sitting)....						
f. keep arm's reach.....						
g. check for occupants.....						
h. seating disputants.....						

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VIII. ATTIDUDE OF POLICEMAN

35.

a. assertiveness.....
b. neutral/objective/fair.
c. confidence.....
d. emotional self-control.
e. competent.....
f. empathy.....
g. over-aggressive.....
h. trustworthiness.....

ID NUMBER

MISC. ID INFORMATION

SEX

AGE

PAGE

III. UNDERSTANDING THE PROBLEM

1 2 3-1-2-3-5+4

a. understanding problem.....
b. attempting to find alternatives.....
c. no. of alternatives identified.....
d. tells intent to speak to other party....
e. discusses with partner.....
f. maintains surveillance.....

g. quality of interview.....

IV. SEEKING AGREEMENT BETWEEN DISPUTANTS

a. seek agreement between them.....
b. officer restates alternatives.....
c. reach agreement/understanding.....
d. quality of interview.....

V. STRUCTURE OF INTERVENTION

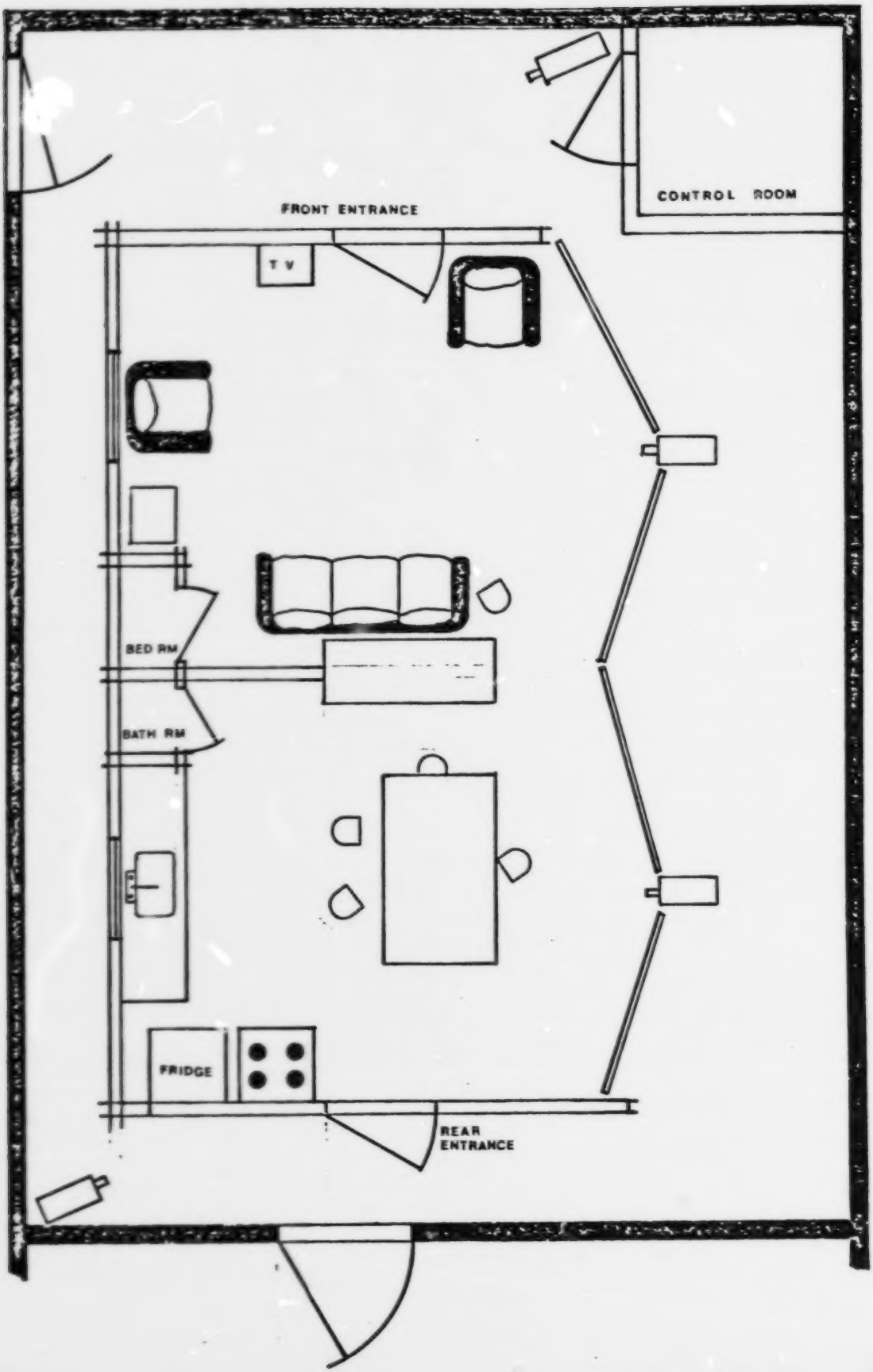
a. seperated disputants.....
b. interviewed each party.....
c. discuss with partner/switch or return...
d. brought together appropriately.....

VI. CONCLUDING THE INTERVENTION

a. officer summarizes agreement.....
b. officer restates action required.....
c. officer restates consequences of action.
d. supportive action offered by police.....

VII. POLICE TECHNIQUES

a. phone for outside information.....
b. notebook.....
c. search of premises or person.....
d. knowledge of law.....


CONTROL ROOM
FRONT ENTRANCE
T V
BED RM
BATH RM
FRIDGE
REAR
ENTRANCE

APPENDIX E

TEST SIMULATION SCENARIOS

TRIALS 1, 2, AND 3

Scenario 1 Child Custody

Cast: Mr. _____ Smith, Mrs. _____ Smith, Daughter Nancy (3 years old) who is referred to but never seen.

Situation

Mr. and Mrs. Smith have been married for 5 years and have a 3 year old daughter Nancy. Two weeks ago Mrs. Smith took Nancy with her and moved to Saskatoon, allegedly without informing her husband of her intention to leave. Having secured an apartment and a job in Saskatoon as a clerk in a grocery store she has phoned her husband to explain what she has done. Mr. Smith, having found out where they were, travelled yesterday to Saskatoon and removed Nancy from the daycare centre and brought her back to Regina with him. Mrs. Smith came back to Regina today to find Nancy because from the description given her at the daycare centre she knows it was her husband who took the child.

Mrs. Smith cannot locate her daughter and her husband refuses to tell her where she is being kept. (Mr. Smith phones the police and asks them to remove a woman from his house because he does not want to be responsible for what might happen to her if she breaks one more piece of furniture.)

When the police arrive the couple are involved in a heated argument. Threatening each other:

i.e. She: You tell me where she is or I'll break every bloody piece of furniture in this house.

He: You break one more thing and I'll push my fist right down your throat. (Moves toward her in a threatening manner.)

She: As he gets nearer she attempts to kick him and swears at him. (If not restrained by officers they begin to hit each other.)

Basically Mr. Smith is a stable, usually pretty quiet individual who is seen by his wife as somewhat boring, lacking in initiative and generally going nowhere. He appreciates the security of his bank job and likes the people he works with. His family live in Regina and he has grown up here. He feels strongly that his daughter should stay home and live with him, near her friends and relatives. In his calmer moments he would like his wife to return home and resume the marriage but he is adamant that she stay home and not work until Nancy is in school. Mrs. Smith on the other hand wants a job.

For her part Mrs. Smith is just fed up with him and no longer has either positive feelings or respect for her husband. Her immediate desire is to have her daughter returned to her so she can return this evening to Saskatoon.

Although under extremely well handled and empathic intervention by a police officer she may have a softening of this position as she is not totally without appreciation of the fact that her husband has always been a good father to Nancy and that her daughter cares for her father a great deal. It would be necessary to have made a sensitive appeal to her emotions before she will waver from the position that she wants to have her child right now. If she is told that she cannot have her child she may request at least to see the child.

Mr. Smith is aware that if he tells his wife where Nancy is that she will simply take the child and return to Saskatton. He therefore refuses to tell her where she is. He may however in confidence tell the police where she is being kept. He portrays the image of a good father who loves his child and this should dispel the concern of the police officers about the safety of the child. Mrs. Smith may however intimate that the child may not be alright but if questioned directly she knows that he would not harm their daughter.

Legal Status

Possession - he has possession of the child

In the absence of evidence of neglect or abuse the police have no authority to remove the child from the possession of a natural parent.

Custody - Both parties are the natural parents, they are legally married and have not filed for any separation agreement, custody orders or divorce proceedings.

House - both parties are in joint ownership of the residence.

Removed from Premise - In the absence of other specific evidence (i.e., assault, disturbing the peace, reasonable and probable grounds, etc.) she cannot be removed legally from the premise against her will even though he may request her removal because she no longer lives there.

Problem Identification

In this situation the main crisis oriented problem is most succintly stated as "both disputants want possession of the child."

This problem is the most immediate and most central to the cause of the dispute. Obviously other problems such as marital discord etc. could be cited but these are not directly precipitating the present crisis to the same extent as the issue of possession or custody of the child.

Therefore if the officer(s) identify the problem as either the possession or custody of the child they have identified the main problem. If they get agreement on this point from the disputants they score a maximum in category 3(A). Some of the other problems which have brought the marriage to this point such as

her ambition to have a job of her own, or his complacency about his own job etc. may be agreed to by one or the other party as a problem but would score only one if that was what the officer settled on as the main problem. If the party agreed to one of these problems it could score a three.

Alternative Solutions - To the problem of both parties wanting possession/ custody of their child.

If in the course of an initial interview mention is made of any of the following possible outcomes by either the disputant or the officer each scores one under category 3(B):

1. He gives up claim to child and gives child to wife.
2. She gives up claim to child and gives child to husband.
3. He or she agree to live together (in either Saskatoon or Regina).
4. He or she agree to seek marriage (or other) counselling.
5. He or she decide to seek legal counsel.
6. The child stays temporarily with a mutual friend while they seek either marriage or legal advice.
7. Neither party settles down and the child is temporarily placed in the care of the child welfare authority.
8. Violence erupts and one or both parties are charged and or placed in custody.

As many as possible of these alternatives should be mentioned and the most salient of them discussed with the disputants.

These same alternatives then comprise the list of possible alternatives which could be agreed upon by both parties in the concluding stages of a successful intervention. Agreement by both parties to one of these constitutes agreement as defined in category 4(C). Alternatives 7 and 8 would not be scored as agreement if the outcome had been seen by the rater as being caused or precipitated by inappropriate (i.e., aggressive, directive, non-empathic) behavior on the part of the police officer(s).

Scenario 2 Abortion Conflict

Cast: Mr. _____ Smith Miss _____ Brody

Situation

The couple are not married but have lived together and had a good relationship for about 3 years. The house they live in is owned by him as a result of a previous marriage. She however has been working and both their pay cheques have been used to pay the mortgage etc.

Prior to moving in together a verbal agreement was made (according to him) that they would have no children. That evening she has returned from work and informed him that she has become pregnant. She is approximately one month into gestation and now wants to keep the child and perhaps have him marry her. He is upset and has become adamant that she must have an abortion or get out of his house.

She cannot agree to the idea of an abortion and has become angry at how insensitive he is being about her feelings. He has become insistent that she "get the hell out" and in fact has threatened that unless she get out in 15 minutes he is going to throw her out.

She has phoned the police and told them that he was going to throw her out if she was not gone and said she had never seen him so angry but was also not going to get out of her own house.

When the police arrive he is announcing that the time is up and she can get out. He is in the process of throwing her out when they come through the door (they do not answer the door). He is holding her handbag in his hand and when he starts talking to the officers she moves over and rips it out of his hand and swings it at him, "swearing at him." He moves to protect himself and then begins stepping toward her as if to strike back.

Both are reasonable people and when calm are able to express that they care a great deal for each other. He is afraid of marriage because of his previous experience and she would gladly marry him but does not push the idea too much because she knows how he feels about it. He has one child from his first marriage who now lives with his ex-wife. Mr. Smith blames the break-up of his first marriage in part on disagreements involving the child and this lies behind his fear of ever having another child. He basically wants Miss Brody to stay with him and was attempting to bluff her into the abortion so that he could maintain control of his world and not alter the relationship he has with her.

Although he is being very rigid about his position an empathic approach which helps him focus on his positive feelings about her and what he really might lose by pursuing his line of "abortion or get out" will, if well done, soften his position somewhat. i.e., "He really did not mean get out right now", but in a week or two. Or he may even if handled properly agree to talk to someone else about it after he has adjusted to the shock.

Problem Identification

The main problem precipitating this immediate crisis is the question of whether or not she will agree to an abortion or be forced to leave the house.

Although many other facets to this problem are possible they are secondary to the issue of the abortion which requires the immediate attention.

Alternative Solutions

1. She decides to have an abortion.
2. He decides to have the child and raise it together.
3. She leaves temporarily to think it over.
4. He leaves temporarily to think it over.
5. She leaves permanently with no thought of reconcilliation.
6. He leaves permanently with no thought of reconcilliation.
7. One or both agree to talk to a counsellor or doctor.
8. One or both agree to have the child and place it up for adoption.
9. Things calm down and they agree to stay together and talk it over themselves in the next few days.
10. It does not calm down and one or both are charged and removed from the premises.

Legal Issues

Removing her from the house - A common law partner having lived in the house for three years and has paid or contributed to the daily living expenses cannot summarily be removed from the dwelling at his request even though the home is registered solely in his name.

Abortion - There are both legal and illegal abortion procedures. In most jurisdictions legal abortions require certification by a local medical committee.

Assault

Right of Entry

Scenario 3 Battered Wife

Cast: Mr. _____ Smith, Mrs. _____ Smith, her mother Mrs. Brody who is not seen in the scenario, boy 6 years old who is spending weekend at her sisters, and a girl who is 4 years old.

Married 8 years, 2 children.

Time: 7 p.m. Saturday night

Mr. and Mrs. Smith are a lower class family economically. She does not work and he is employed (almost) continuously at a variety of construction type jobs. He is not shiftless but simply is not well educated and cannot qualify for better jobs. He admits to occasionally drinking too much but says his wife drinks just as much as he does.

She has had her mother visiting for some six weeks and he is fed up with her. She is dominated by her mother who is a very strong willed and pushy woman. On the other hand her mother who is in her early fifties is some protection from her husband who has beaten her quite badly on a few occasions. She has no complaints about their relationship until the last few weeks since her mother has been living there.

He has been drinking this afternoon and came home in a belligerent mood. They began arguing about her mother being still there and he told her she would have to leave or both of them could get out and leave him with the kids. He punched her a few times and hurt her but not badly. He went to the liquor store before it closed to get some booze and told her that she was going to get a few more when he came back.

She has phoned the police because she is afraid and he returns when she is still on the phone. She requests that they come over and talk to him.

When they arrive she is in the kitchen with a knife, he is standing on the other side of the table with a box of beer in his hand trying to talk her into putting down the knife.

He is not portrayed as unreasonable and feels badly about having lost his temper in the last while and hurting his wife. He knows his kids have been upset by the fighting and he does not want to hurt them anymore. He cannot handle his mother-in-law being around and does not know why his wife won't tell her to leave. He told her (mother-in-law) to get out last week but his wife asked her to stay for protection.

The wife does not want to lay charges against him and wants to stay living with him only if he will stop hitting her and things can be like they used to be. She understands that her mother being there is a major difficulty but thinks the best solutions would be for him to learn to put up with her (i.e., if he loved me

he would). Mother has no place else to go because she was asked to leave the apartment she used to live in. He thought she was only coming for a visit. Throughout he stresses the financial burden that the mother-in-law adds on the house because she does not pay rent, etc.

Problem Identification

The main problem is the presence of her mother although his abuse of his wife could be the focus if she chooses to emphasize this. She will instead emphasize her desire to have the marriage return to how it was some months ago.

Alternative Solutions

1. She tells mother to leave.
2. He tells mother-in-law to leave.
3. They tell her together that she has to leave.
4. They agree on a time limit for her visit and tell her she has to leave by then.
5. She refuses to ask her mother to leave.
6. The mother and Mrs. Smith and children all leave (i.e., transition house or elsewhere).
7. He leaves (temporarily or permanently).
8. They(husband and wife) agree to talk to a counsellor about their differences and opinions.
9. Mother-in-law stays and he changes his mind.
10. Mother-in-law stays and begins paying rent which alleviates some of the financial problem.
11. Charges are laid against the husband (i.e., assault) or wife (i.e., possession of weapon).
12. She may seek a peace bond.

The above represent some of the major options which could be raised with the disputants in attempting to reach an understanding of this situation. Agreement by both parties to one of these options would constitute agreement under category 4(C).

Legal Issues

Assault

Disturbing the peace

Reasonable and probable grounds

Peace bond

APPENDIX F

DATA TABLES AND FIGURES

Total D.I.P. Scale and
D.I.P. Sub-Scale scores
for Experimental and
Comparison Groups

Table 1

Domestic Intervention
Performance Scale
Total Score

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	55.77	63.05	71.78	63.5
No Theory	37.55	45.10	46.97	43.2
Mean	46.66	54.08	59.38	57.08
No Training				
C.I.C.M. Theory	45.2	68.53	82.02	65.3
No Theory	25.84	39.69	51.86	39.1
Mean	35.52	54.11	66.94	52.19
Total Means	41.09	54.09	63.16*	

Theory Mean 64.39

No Theory Mean 41.16*

*Significant - $p \leq .001$

Note. Maximum score = 137.00

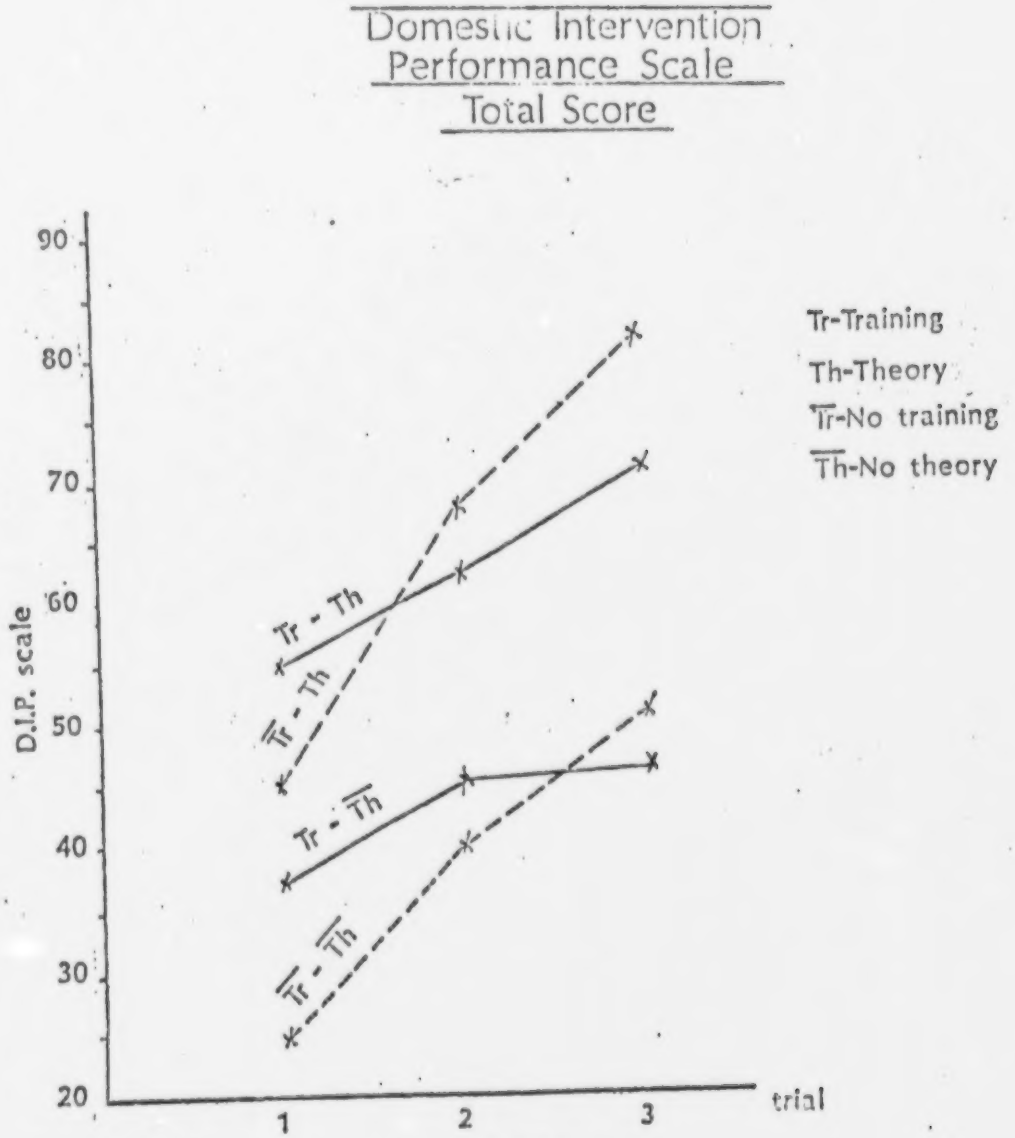


Figure 1 Plot of cell means total D.I.P. scores.

Table 2

Domestic Intervention
Performance Scale

Variable i

Phone Information

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	2.15	2.12	2.85	2.37
No Theory	2.76	2.6	2.7	2.48
Mean	2.15	2.36	2.78	2.43
No Training				
C.I.C.M. Theory	1.7	2.1	2.6	2.13
No Theory	1.52	1.75	2.5	1.92
Mean	1.61	1.93	2.55	2.03*
Total Means	1.88	2.14	2.66*	

Theory Mean 2.25

No Theory Mean 2.21*

*Significant - $p \leq .001$

D.I.P. Scale Variable i

Phone Information

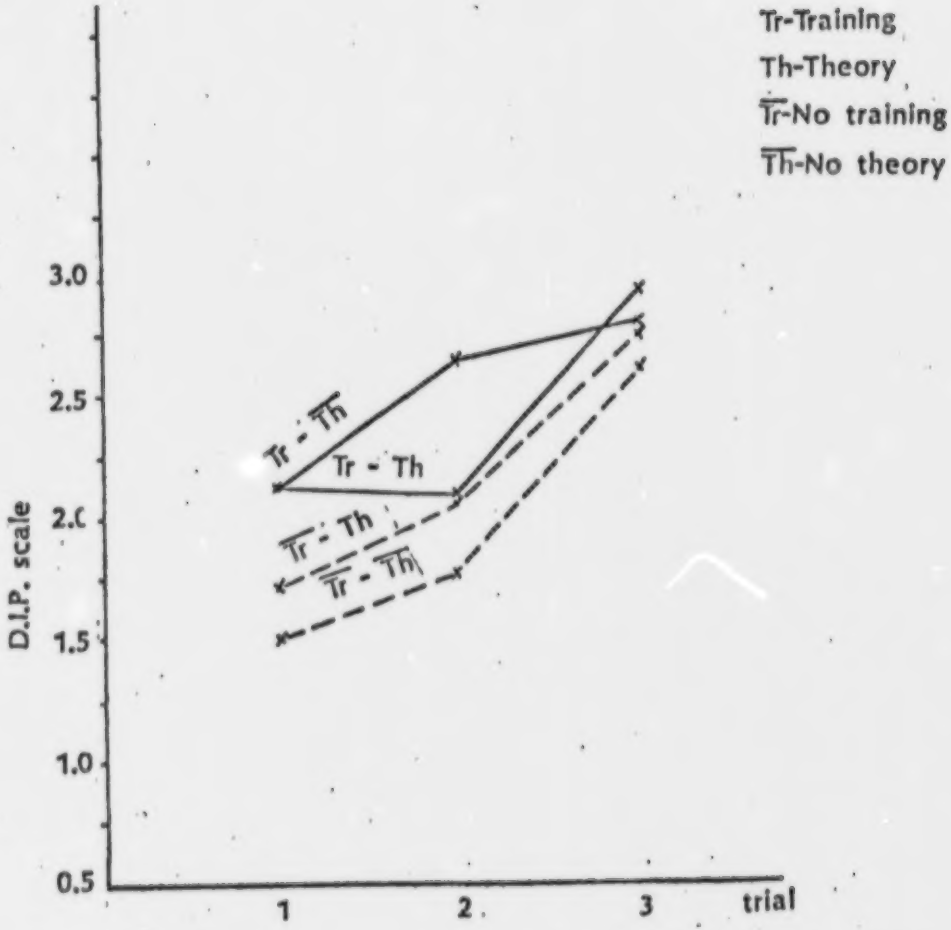


Figure 2 Plot of cell means Variable I (no significant interaction)

Table 3

Domestic Intervention
Performance Scale

Variable ii

Approach and Entry

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	5.9	7.5	7.8	7.06
No Theory	4.2	4.8	1.5	3.5
Means	5.05	6.15	4.65	5.28
No Training				
C.I.C.M. Theory	6.0	7.6	8.4	7.33
No Theory	1.4	2.4	1.3	1.7
Means	3.7	5.0	4.85	4.52
Total Means	4.38	5.58	4.75*	

Theory Mean 7.2

No Theory Mean 2.6*

*Significant - $p \leq .001$

D.I.P. Scale Variable ii

Approach and Entry

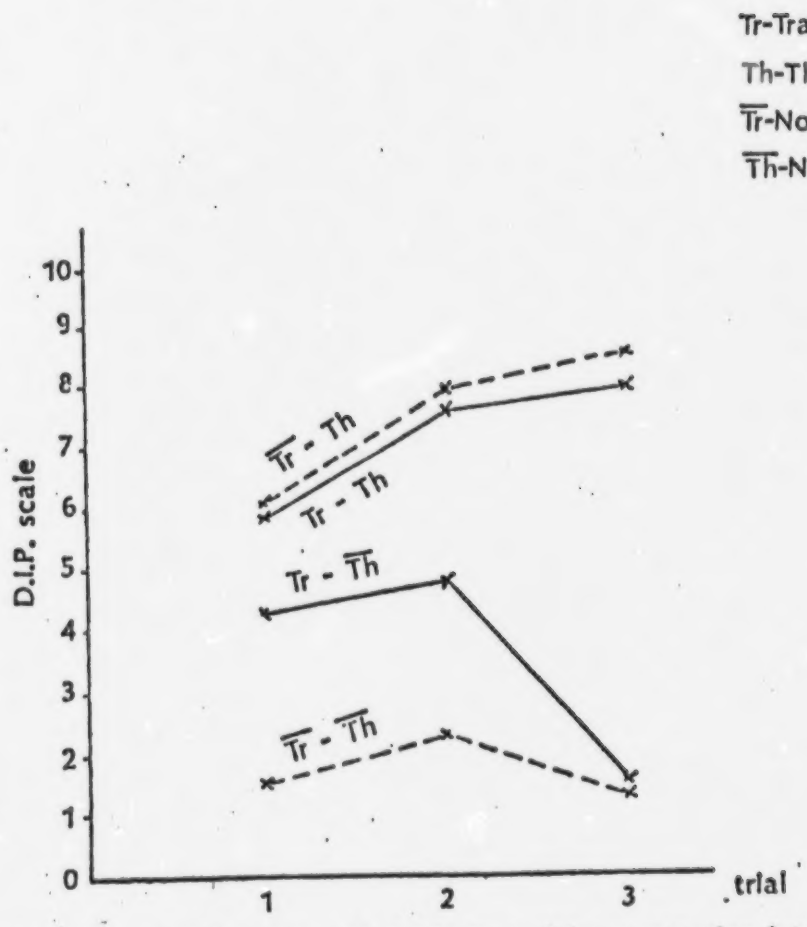


Figure 3 Plot of cell means Variable ii training x practice interaction significant $P \leq .001$

Table 4

Domestic Intervention
Performance Scale

Variable iii

Gaining Physical Control

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	4.8	8.1	7.0	6.63
No Theory	2.7	4.8	7.7	5.06
Means	3.7	6.4	7.3	5.85
No Training				
C.I.C.M. Theory	4.3	8.5	10.6	7.8
No Theory	1.8	5.3	8.3	5.13
Means	3.1	6.9	9.45	6.47
Total Means	3.4	6.68	8.4*	

Theory Mean 7.22

No Theory Mean 5.10*

*Significant- $p \leq .001$

D.I.P. Scale Variable iii

Gaining Physical Control

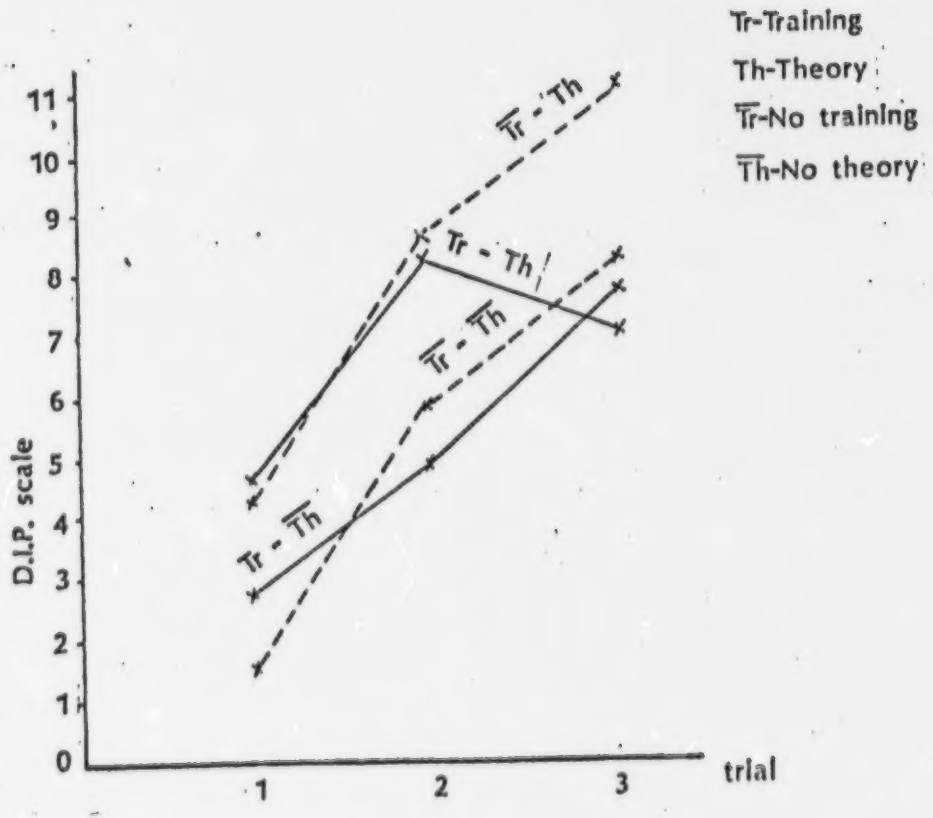


Figure 4 Plot of cell means Variable III (no significant interaction)

Table 5

Domestic Intervention
Performance Scale

Variable iv

Understanding the Problem

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	13.3	15.2	21.6	16.7
No Theory	7.7	9.7	11.8	9.7
Means	10.5	12.5	16.7	13.2
No Training				
C.I.C.M. Theory	10.9	18.9	25.9	18.6
No Theory	5.8	9.2	12.8	9.3
Means	8.4	14.1	19.4	13.9
Total Means	9.43	13.26	18.03*	

Theory Mean 17.6

No Theory Mean 9.5*

*Significant- $p \leq .001$

D.I.P. Scale Variable iv

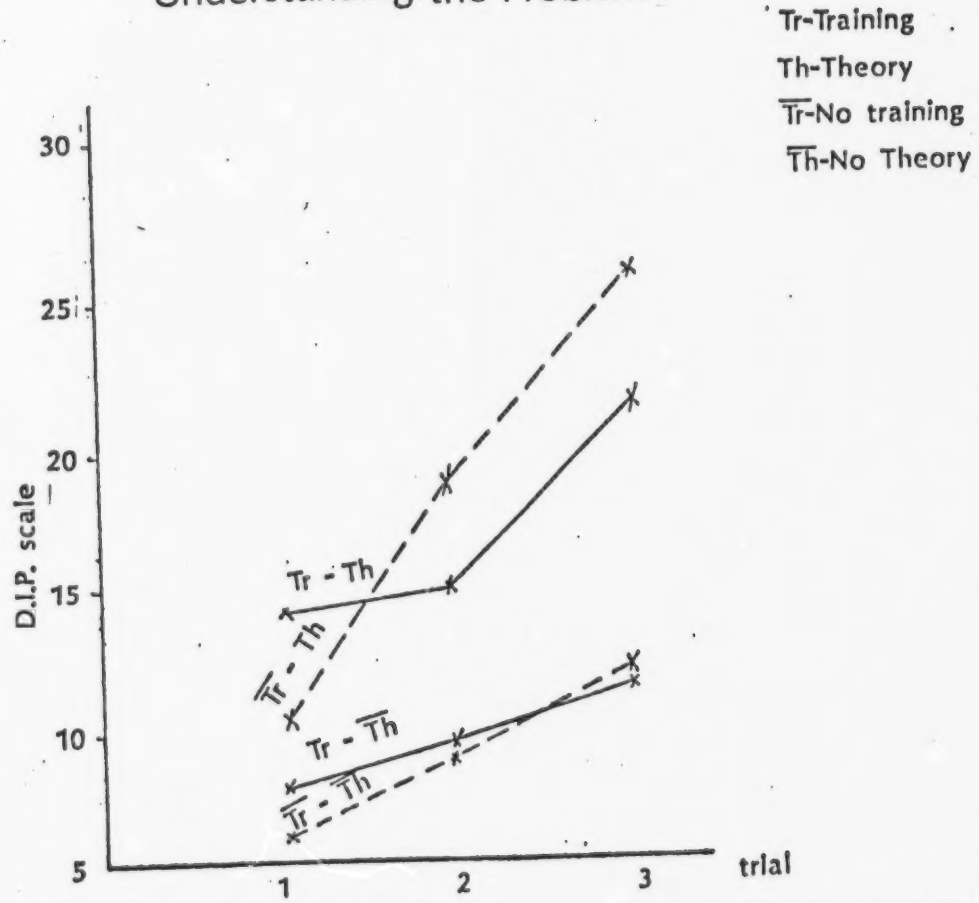


Figure 5 Plot of cell means Variable iv (no significant interaction)

Table 6

Domestic Intervention
Performance Scale

Variable v

Seeking Agreement Legal Action

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	9.2	8.1	9.8	9.0
No Theory	3.6	6.3	7.2	5.5
Means	6.4	7.2	8.2	7.3
No Training				
C.I.C.M. Theory	4.9	8.4	9.4	7.6
No Theory	3.3	6.0	7.7	5.7
Means	4.1	7.2	8.6	6.6
Total Means	5.25	7.20	8.38*	

Theory Means 8.3

No Theory Means 5.6*

*Significant - $p \leq .001$

D.I.P. Scale Variable v

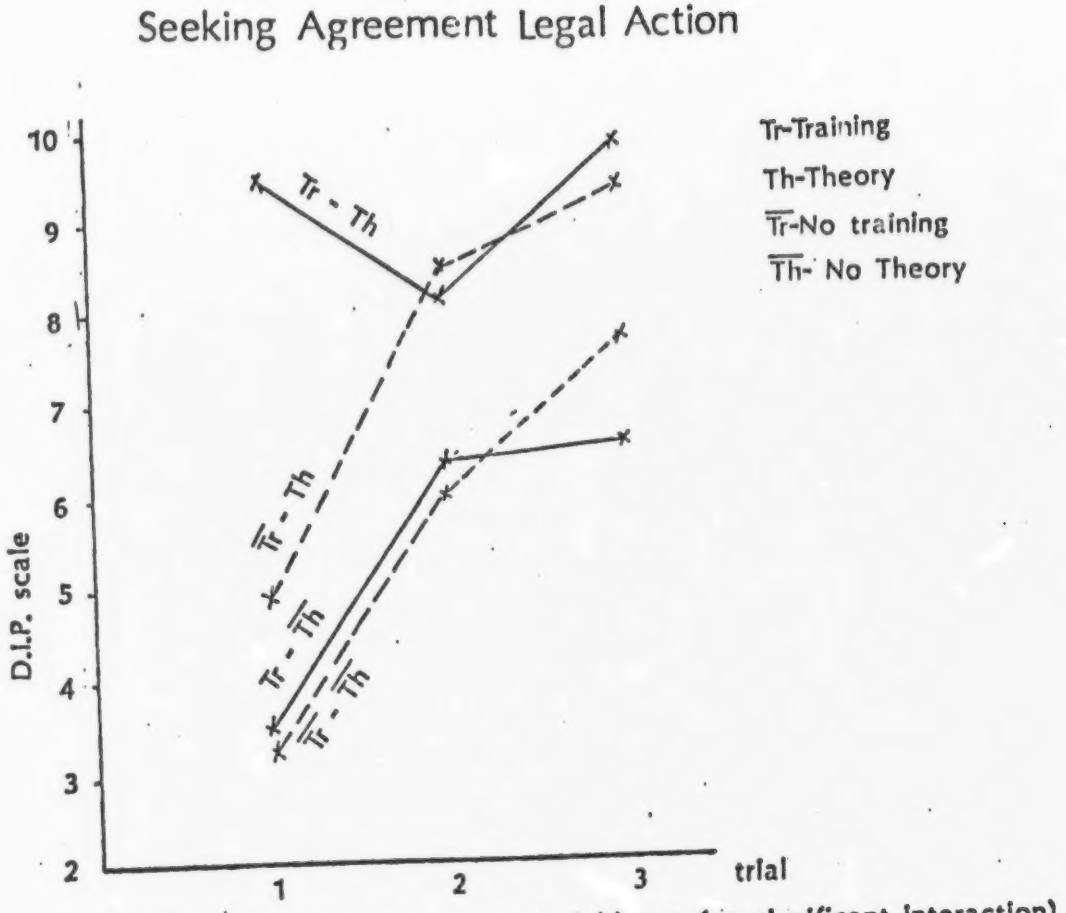


Figure 6 Plot of cell means Variable v (no significant interaction)

Table 7

Domestic Intervention
Performance Scale

Variable vi

Structure of Intervention

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	2.2	2.8	3.2	2.7
No Theory	2.1	1.8	2.3	2.1
Means	2.15	2.3	2.8	2.4
No Training				
C.I.C.M. Theory	2.6	3.5	3.6	3.2
No Theory	2.0	2.2	3.0	2.4
Means	2.3	2.9	3.3	2.8
Total Means	2.23	2.58	3.03*	

Theory Means 3.0

No Theory Means 2.2*

*Significant - $p \leq .001$

D.I.P. Scale Variable vi

Structure of Intervention

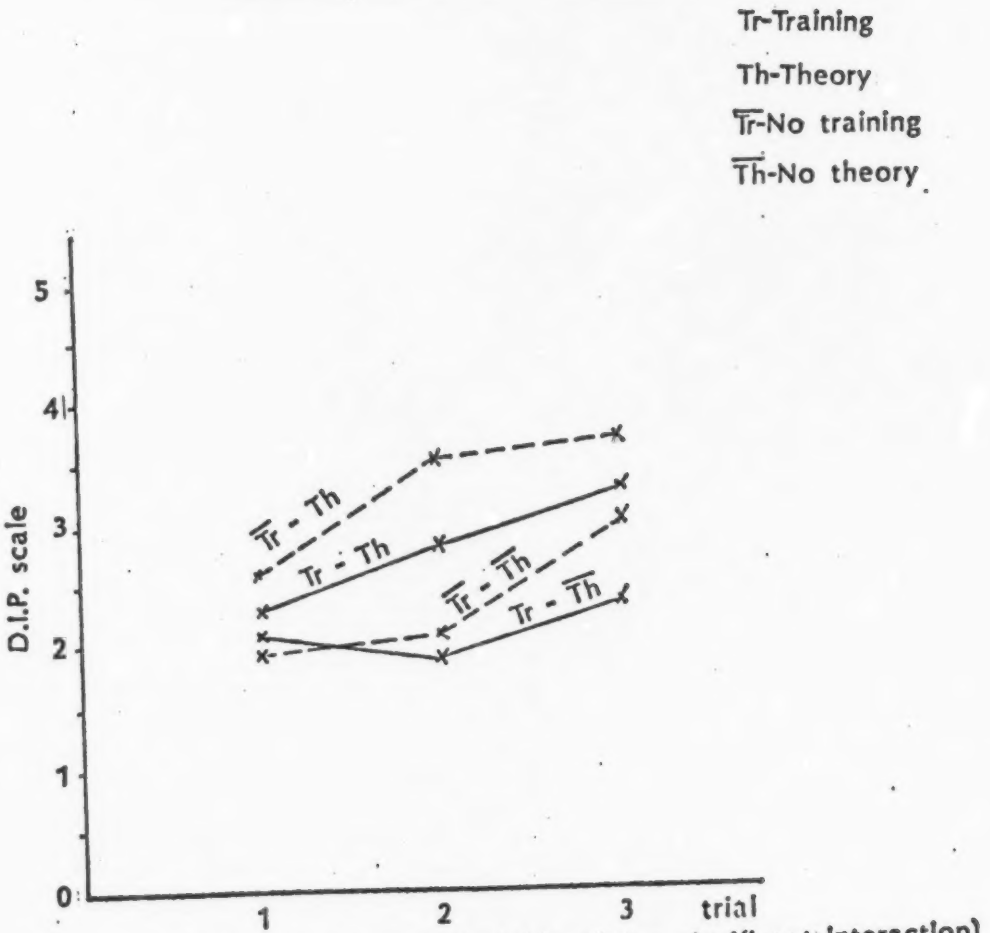


Figure 7 Plot of cell means Variable vi (no significant interaction)

Table 8

Domestic Intervention
Performance Scale

Variable vii

Concluding the Intervention

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	2.7	2.5	3.1	2.8
No Theory	2.1	1.9	2.1	2.0
Means	2.4	2.2	2.6	2.4
No Training				
C.I.C.M. Theory	1.4	2.7	3.2	2.4
No Theory	1.3	2.1	2.5	2.0
Means	1.35	2.4	2.9	2.2
Total Means	1.86	2.29	2.71*	

Theory Means 2.6

No Theory Means 2.0*

*Significant - $p \leq .001$

D.I.P. Scale Variable vii

Concluding the Intervention

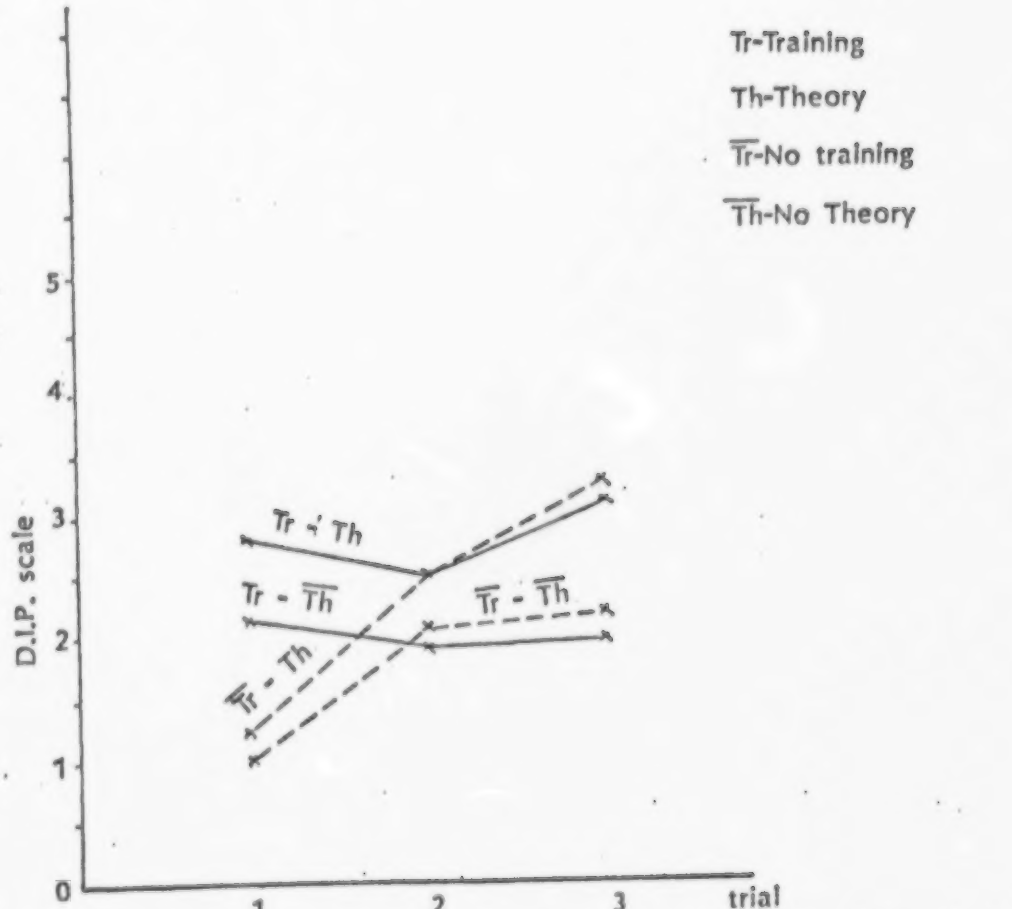


Figure 8 Plot of cell means Variable vii (no significant interaction)

Table 9

Domestic Intervention
Performance Scale

Variable viii

Police Techniques

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	.27	.43	.23	.31
No Theory	.3	.3	-.03	.19
Means	.29	.37	.10	2.4
No Training				
C.I.C.M. Theory	.3	.73	.86	.63
No Theory	-1	-.4	.33	-.36
Means	-.35	.17	.60	2.2
Total Means	-.034	.27	.35*	

Theory Means 2.6

No Theory Means 2.0*

*Significant - $p \leq .001$

D.I.P. Scale Variable viii

Police Techiques

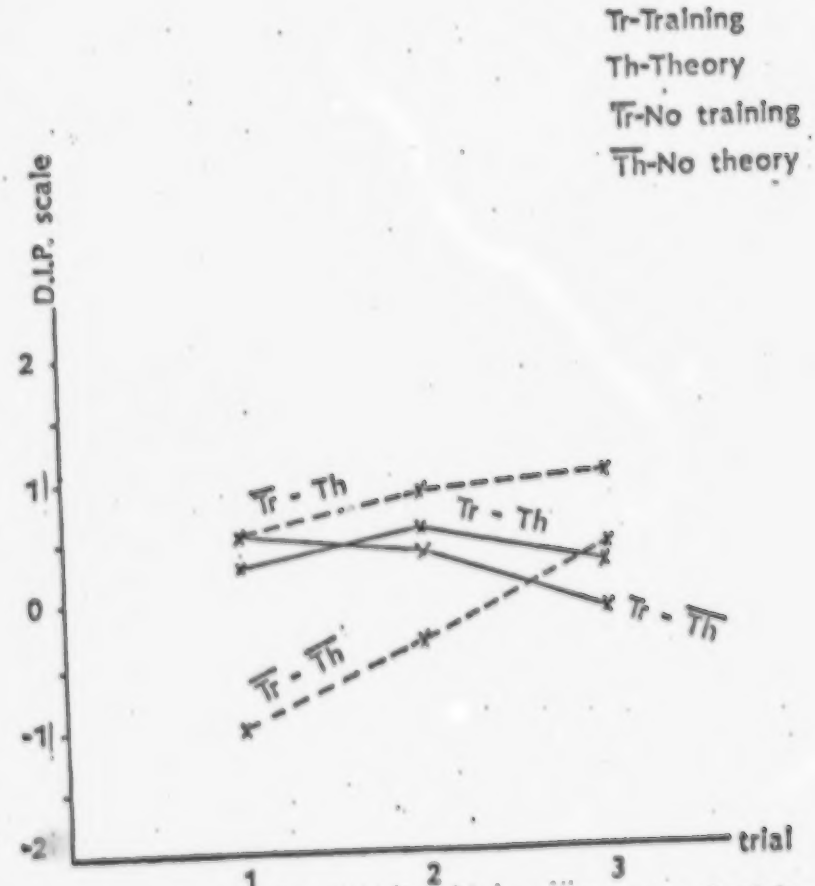


Figure 9 Variable viii Plot of cell means (training x practice interaction P≤.001)

Table 10

Domestic Intervention
Performance Scale

Variable ix

Attitudes

	Trials			
	1	2	3	Means
Training				
C.I.C.M. Theory	15.3	16.3	16.2	15.9
No Theory	12.7	12.9	12.3	12.6
Means	14	14.6	14.3	14.3
No Training				
C.I.C.M. Theory	13.1	16.1	17.5	15.6
No Theory	9.8	11.2	13.5	11.5
Means	11.5	13.7	15.5	13.5
Total Means	12.72	14.12	14.86*	

Theory Means 15.8

No Theory Means 12.0*

*Significant - $p \leq .001$

D.I.P. Scale Variable ix

Attitudes

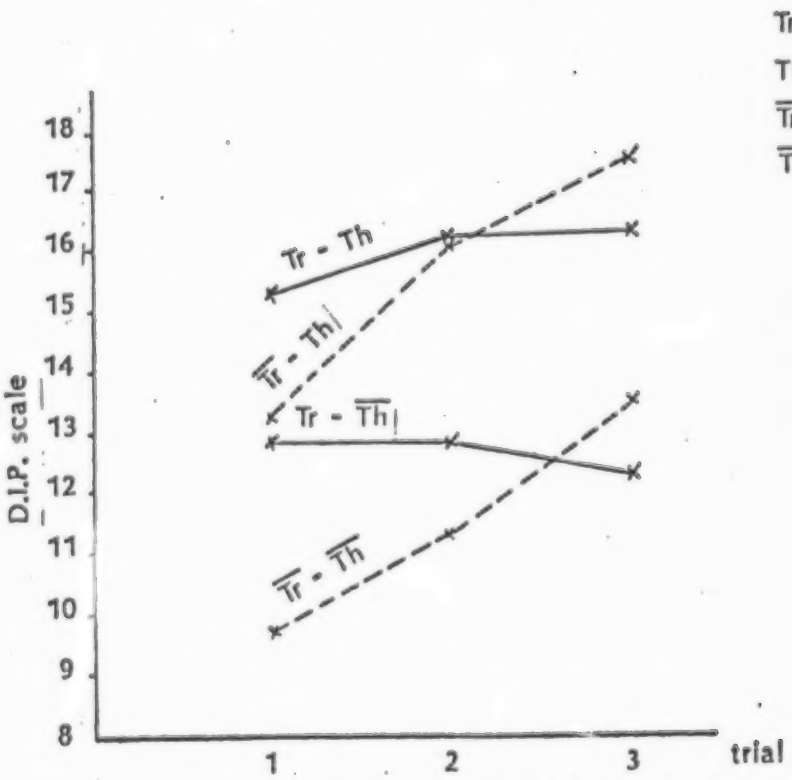


Figure 10 Plot of cell means Variable ix (training x practice interaction $P \leq .001$)

Table 11.

COMPARISON OF NAIVE GROUP

Observation Only Mean Scores

Dependent Variables	Group 1 Observations only	Group 2 Naive	Probabilities
Phone Info.	1.7	1.5	.334
Approach and Entry	5.0	1.3	.0000
Gaining Physical Control	5.0	1.9	.004
Understand Problem	9.2	5.9	.061
Seek Agreement	5.8	3.4	.018
Structure	2.6	2.0	.016
Conclude Int.	1.8	1.2	.231
Police Techniques	-0.1	-1.0	.004
Attitudes	12.1	9.5	.012
Total	43.1	25.7	

Table 12

UNSTRUCTURED EXPERIENCE

Variable	Training and Theory			3 - 5 Yrs. Exp.	7 - 12 Yrs. Exp.	18 - 25 Yrs. Exp.	Level of Significance
	T_1	T_2	T_3				
Phone Info.	2.15	2.15	2.88	2.47	2.72	2.84	N.S.
Approach and Entry	5.9	7.5	7.94	1.10	2.16	.50	.0000
Gaining Physical Control	4.8	8.1	7.25	5.87	5.09	5.69	N.S.
Understand Problem	13.3	15.2	22.19	17.40	15.31	11.34	.0008
Seek Agreement	9.2	8.1	9.97	5.50	6.53	6.63	.002
Structure	2.2	2.8	3.28	2.93	2.84	2.69	N.S.
Conclude Int.	2.7	2.5	3.06	2.17	2.09	2.31	N.S.
Police Techniques	.27	.43	.188	.167	.167	.438	N.S.
Attitudes	15.3	16.3	16.46	15.13	13.87	13.79	.05
Total	55.82	63.08	73.21	52.74	50.78	46.23	

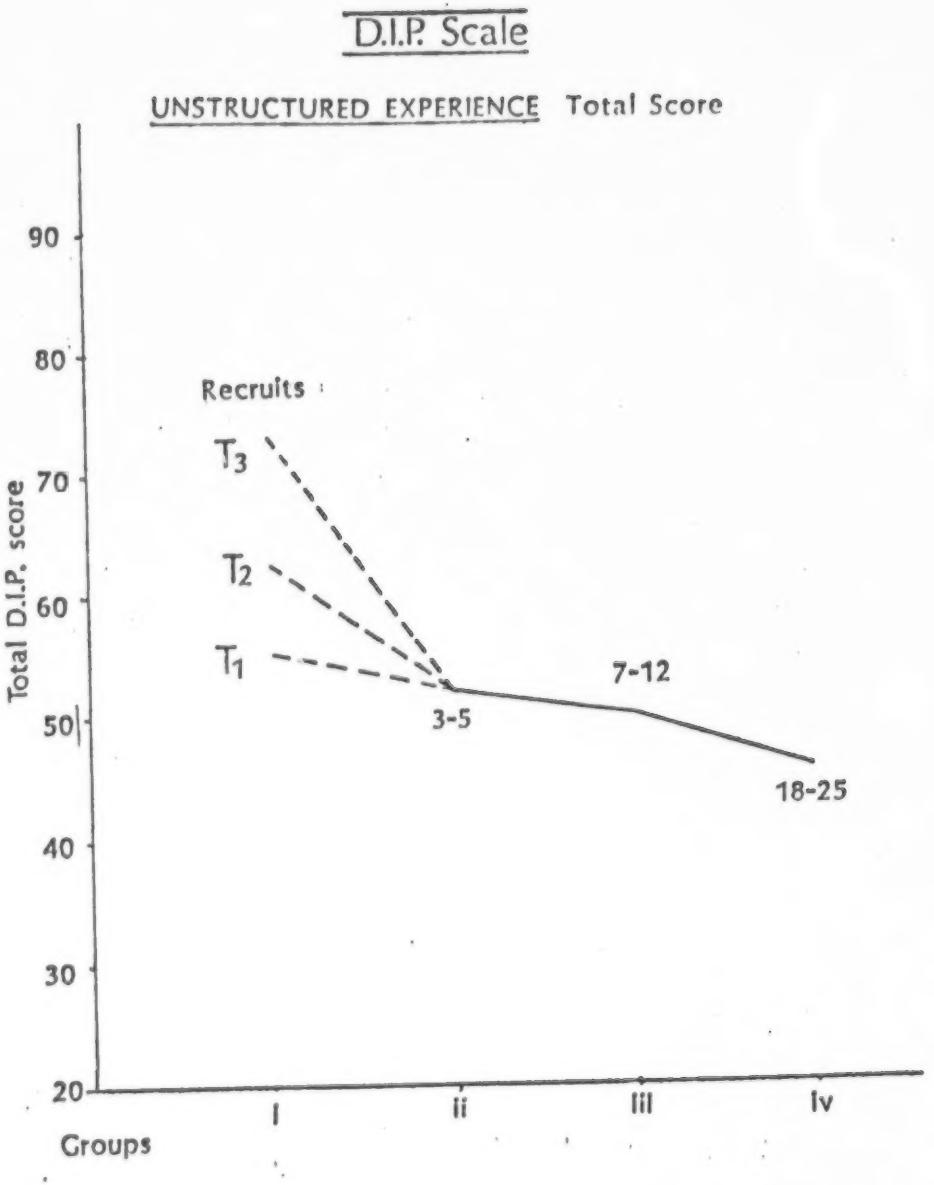


Figure 11 Plot of cell means End of Trainining and Unstructured Experience